

**INTERACTIVE  
STORYBOOK TEMPLATES**  
Enter a New Dimension in Every Page

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**PRESENTERS**

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**INTRO ACTIVITY**

- What talking books do you use?
- What are your favorites?
- Why?

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### **Characteristics of Interactive Activities/Templates**

- What software is used?
- What skills are required?
- What skills are practiced or probed?
- What type of students would benefit?
- What are unique features?
- How easily can it be modified?

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### **The Magic Wand by Linda Burkhart**

- Software:
  - Intellitools Classroom Suite - IntelliPics Studio 3
- Skills required:
  - Ability to make choices from an array of four
  - Emerging literacy skills ("turn page", "start over")
- Skills practiced:
  - Scanning
  - Listening/attending, selecting from options
    - reinforcing pre-literacy skills

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### **The Magic Wand (cont'd) by Linda Burkhart**

- Type of student:
  - Pre-K to 1<sup>st</sup> Gd, w/emerging literacy skills
- Unique Features:
  - Strong visual feedback with "Show Me" feature.
  - Magnified scanning
  - Captivating content

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**The Magic Wand (cont'd)**  
**by Linda Burkhart**

- Ideas for Modifying:
  - Reduce or eliminate choices (e.g. omit "start over", click anywhere to turn page)
  - Adapt content (e.g. The Magic Carpet)

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**Frog Video Book**  
**(from Clicker Share Library)**

- Software:
  - Clicker 5
- Skills required:
  - Computer navigation skills
- Skills practiced:
  - Literacy
  - Semantics/world knowledge

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**Frog Video Book (cont'd)**  
**(from Clicker Share Library)**

- Type of Student:
  - K-2<sup>nd</sup> Gd, upper elementary with delays
- Unique Features:
  - Video
  - High-quality Mac voice
  - Visually very clean
  - Highlighting of words
  - clickable words

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### **Frog Video Book (cont'd) (from Clicker Share Library)**

- Ideas for Modification:
  - Sequencing activity
  - Grid Writing

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### **Animals in the Forest by Pati King-DeBaun**

- Software:
  - Intellitools Classroom Suite-IntelliPics Studio 3
- Skills required:
  - Follow/remember 2-steps
- Skills practiced:
  - Short-term memory
  - Vocabulary development and world knowledge (semantics)

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### **Animals in the Forest (cont'd) by Pati King-DeBaun**

- Type of student:
  - 1<sup>st</sup>-2<sup>nd</sup> Gd. w/primer reading skills, upper elementary with cognitive delays
- Unique Features:
  - Use of photo and video/animation
  - Sound effects
  - Click-and-drag interaction with picture
  - Choicemaking embedded in the scene
  - Quizzing of knowledge

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### **Animals in the Forest (cont'd) by Pati King-DeBaun**

- Ideas for Modifying:
  - Reduce steps involved (e.g. automatic reading of directions or navigate back to selection page)
  - Writing activity (summarize knowledge, elaboration, cloze)

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### **Add a Word Poem**

- Software:
  - Buildability (from Don Johnston)
- Skills required:
  - Single-switch or mouse click
- Skills practiced:
  - Cause & Effect, Attending, Listening

Add a Word

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### **Add a Word Poem (cont'd)**

- Type of Student:
  - PreK-K
- Unique Features:
  - Unique "drawing" animation
    - Can draw "on top" of previous picture
    - Student can follow along, trace letters/shapes on screen

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### **Add a Word Poem (cont'd)**

- Ideas for Modification:
  - Not many - limited choices for interaction
    - User input is limited to switch/mouse click to continue
    - Presentation can include animated drawing, text, photo, or video

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### **Bad Sam by Cindy Kerr**

- Software
  - IntelliPics Studio 3
- Skills required
  - Primer level of reading
- Skills practiced
  - Literacy, especially most common spelling patterns

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### **Bad Sam cont'd by Cindy Kerr**

- Type of Student
  - 1st-3rd grade student with primer level reading skills
- Unique Features
  - Photos
  - Voice & Sound Effects
  - Target words that rhyme highlighted in red
  - Word pattern identification interspersed throughout story.
  - Magnification when scanning

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## **Bad Sam Cont'd by Cindy Kerr**

- **Ideas for modifying this activity?**

- Add verbal feedback & some visual affects to the question page, so when the student answers correctly they receive some positive reinforcement.

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## **Butterflies**

- Software:
  - Intellitools Classroom Suite
- Skills required:
  - Click & drag or switch selection
- Skills practiced:
  - Sequencing
  - Color ID

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## **Butterflies (cont'd)**

- Type of Student:
  - K-2<sup>nd</sup> Gd, upper elementary with delays
- Unique Features:
  - Sequencing & Color ID activities integrated with story
  - Pictures are clickable, with auditory feedback

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## Butterflies (cont'd)

- Ideas for Modification:
  - Use video
  - Cloze activities with key vocabulary in word banks

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## READING ACTIVITIES PROJECTS FOR OLDER STUDENTS (RAPS) by Learning Magic & Caroline Musselwhite

- Software
  - IntelliPics Studio & IntelliTalk 3
- Skills required
  - Computer navigation
  - Turning pages to read
- Skills practiced
  - Literacy
  - Pragmatics/Social Communication

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## RAPS (Cont'd) by Caroline Musselwhite

- Type of Student
  - Upper elementary or middle school students who have emergent literacy skills
- Unique Features
  - Different adolescents take turns reading each story.
  - The content is interesting for and relevant to an older student.
  - The "Self-Selected Stories" have a variety of comments for "I like it" and "I don't like it" under each button (shuffle mode).

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## **RAPS (Cont'd) by Caroline Musselwhite**

- Ideas for Modification
  - Incorporate writing activities into the stories.
    - “Say it your way.” The student reads a self-selected story, then writes a short phrase below that means the same thing or chooses a phrase that has a similar meaning from an array of three.

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## **Other Interactive Storybooks by Sherri & Yuichi**

- Courage
  - Touch anywhere on screen to advance to next page
  - “Bouncing ball” visual tracking
  - Comprehension questions
  - Activity Screen at End
    - Free Writing page
    - Easy Writing page

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- Cowboy Ned & Andy
  - Music mixed with voice-over (used Windows Sound Recorder)
  - Comprehension questions with animated feedback
- Jake the Philharmonic Dog
  - Comprehension questions
  - Cloze activity with key words at end, animated feedback on correct answer
  - Counting Activity

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- My Mama Had a Dancing Heart
  - Errorless word-making activity using common word endings, placed in context of story
  - Activity – groups words by ending

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### Summary

- Reviewed interactive storybooks (ISB) that are available & have been created by various authors, Linda Burkhart, Cindy Kerr, Pati King-DeBaun, & Caroline Musselwhite.
- Discussed the features/characteristics to consider when reviewing ISB's
  - Software Matrix
  - High Utility Words - 37 Basic Phonograms

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### Summary

- Provided some ideas for modifying ISB's that exist already
- Showed some of the ISB's we created based on stories that we've used with our students & are available on the market.

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### Websites for Interactive Storybooks/Resources

- [www.lburkhart.com](http://www.lburkhart.com) (L. Burkhart)
- [www.aacintervention.com](http://www.aacintervention.com) (C. Musselwhite)
- [www.adaptedstories.com](http://www.adaptedstories.com) (P. King-DeBaun)
- [www.intellitools.com](http://www.intellitools.com)
  - Select activity exchange
- [www.cricksoftware.com](http://www.cricksoftware.com)
  - For free resources click on upper right corner of the U.S. site
- [www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm](http://www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm)
  - Free interactive stories online.
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